

KEY STAGE 3



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Stafford
BOROUGH COUNCIL

PLANNING and Citizenship in Schools Project

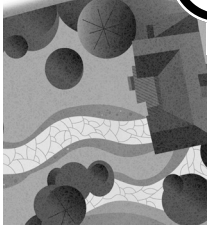
A Suite of Six Lesson Plans

PLANNING and Citizenship in Schools Project

LESSON

01

THE CIRCLE GAME



Purpose and Overview of Town Planning

The constraints of land use as a resource. The need to balance competing demands for land, historical legacy and physical barriers to development. Link to real planning and Lesson 6 - Visit from a Planning Officer.

LESSON

02

THE HOUSE that Jack and Jill Built



Process of Decision Making

Who are the decision-makers? How does the development system work? Explore the roles of people involved in getting a house built. Architects, Councillors and their inter-relationships in the process.

LESSON

03

THE PLANNING PROCESS



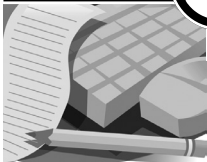
How to Influence Planning Decisions

Exploration of the role and influence various interested parties have. How their views on a development proposal are considered before a decision is made. Based on reality - roles may include local residents, media, officers and councillors.

LESSON

04

WRITING TO INFLUENCE the Planning Process



Different ways to communicate views and influence planning process by using different media communications. How can you influence those decisions? (remembering lessons 1 and 2).

LESSON

05

HAVE YOUR SAY



How to Influence Development Plans

Complete the participation pack in an informed manner about how you would like to see your local area develop in the future.

LESSON

06

YOUR LOCAL PLANNING DEPARTMENT



Visit from a Planning Officer

What do Planning Officers do? See the adopted development plan for the local area and real planning applications. How has land been allocated? Feedback on lessons 1 and 5 with presentation of participation certificates.

PLANNING and Citizenship in Schools Project

Project Background (Difference the Project Makes)

The subject of 'Citizenship' within the National Curriculum at Key Stage 3 (ages 12 - 14) offers scope to learn about opportunities to contribute towards local government decision-making.

The new Town and Country Planning System in England that is due to commence late summer 2004 requires a need to make clear commitments to community involvement, esp. by local authorities preparing a Statement of Community Involvement (SCI). Part of this requirement is for enabling community capacity building to encourage public engagement in the planning process.

Young People Have Been Identified as a Hard to Reach Community Group.

In order to assist in enabling young people to take a more active and participative role within the planning process, whilst also complying with the educational requirements of the National Curriculum, a need to establish a mechanism for taking town planning into schools was identified.

Essential Features of the Project

The project was to prepare 6 lesson plans for teachers to pick up and use as a resource with minimal extra research, with the following educational purpose;

'to educate young people in Stafford Borough Schools how to participate in the town planning decision-making process within a local authority.'

The intention was to produce these lesson plans and roll out a programme of Citizenship education across Stafford Borough, using Planning Services as an example of how to influence and engage in local decision-making. Access to these Lesson Plans will be via Stafford Borough Council website and via Staffordshire Quality Learning Services (QLS).

During Lesson No.1 of the pilot lessons at Rising Brook High School, pupils in Year 8 prepared town plans of their own, weighing up land use decisions themselves. A winning team was picked by criteria of content, social awareness and community facilities, presentation and neatness. A team of four girls won, and their town design will represent Rising Brook High School's winning design. It was taken forward and used in the front cover of the suite of 6 lesson plans.

As Lesson No.6 in the pilot series, Julie Morgan of Stafford Borough Council visited the pupils at Rising Brook High School to talk to them about Planning Services at Stafford Borough Council. There were a lot of very intelligent questions and a great deal of interest in the subject, reflecting a high level of learning. It was therefore concluded a successful learning process and education on Town Planning issues and engaging with local government.

Project Funding and Delivery

Stafford Borough Council put together a bid to Staffordshire Partnership via Staffordshire Quality Learning Services (QLS). The funds were used to pay two teachers to prepare 6 lesson plans, for use in the pilot schools (where the teachers are employed) with potential for future use across the Borough, and nationwide. Project Steering Group meetings were held to link together Town

Planning and Urban Design Professionalism with Teaching Expertise and Professionalism.
Kirsty Price contributed especially to Lesson 5 that Stafford Borough Council Planning Services wanted to develop in assisting community capacity building.

Pilot Outcomes

- > Pilot lessons delivered
- > Local press coverage
- > Lesson plans completed

How to Pick Up the Project

- > Available to download from Stafford Borough Council website www.staffordbc.gov.uk
- > Available to schools in Stafford Borough via Staffordshire Quality Learning Services (QLS) and Stafford Borough Council

PROJECT STEERING GROUP CONTACTS

Stafford Borough Council

Julie Morgan, Town Planner and Urban Designer. Telephone 01785 619541.

Blessed William Howard School

Kirsty Price, Teacher. Telephone 01785 244236.

Rising Brook High School

Linda Peasland, Teacher and Careers Co-ordinator. Telephone 01785 258383.

Quality Learning Services (QLS)

Roger Emmet, History and Citizenship Advisor, Stafford. Telephone 01785 277982.

Staffordshire Partnership

Sian Jones, Partnership Manager, Rugeley. Telephone 01889 571999.

THE NATIONAL CURRICULUM

The National Curriculum has four main purposes;

- 1] To establish an entitlement to a number of areas of learning
- 2] To establish standards of attainment
- 3] To promote continuity and coherence within a national framework
- 4] To promote public understanding

The National Curriculum increases public understanding of, and confidence in, the work of schools and in the learning and achievements resulting from compulsory education. It provides a common basis for discussion of educational issues among lay and professional groups, including pupils, parents, teachers, governors and employers. It is organised on the basis of four key stages, the most relevant to this suite of lesson plans is Key Stage 3 (standard for 11-14 year olds) and the non-core foundation subject of Citizenship.

Key Stage 3 Objective

At the end of the key stage, pupils have a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems show how the public gets information and how opinion is formed and expressed, including through the media; and how and why changes take place in society take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and to others.

The National Strategy for Key Stage 3 aims to raise standards by strengthening teaching and learning across the curriculum for all 11-14 year olds. The Strategy helps schools to improve standards by focusing on teaching and learning. It offers continuing professional development for subject teachers and school managers, plus consultancy, guidance and teaching materials.

The aim of 'Citizenship' as a non-core foundation subject is to provide knowledge and understanding about becoming informed citizens.

It is emphasised that the planning system is a key component in delivering the spatial use of land and aiming to secure sustainable development. It is considered important that young people are able to grasp the implications of the planning system, and feel sufficiently informed to be able to participate in the process.

This suite of lesson plans takes the key issues of built and natural environments of the sustainable development topic of the Citizenship subject and aims to draw out the aspirations of young people for the application of future development. More detailed levels of involvement as sought where older age groups are participating, such as how to achieve sustainable development whilst safeguarding land for other uses and promoting the local economy, or achieve an increased level of understanding of the conflicts that exist between the various stakeholders in the planning and development processes.

Key Stage 3 Learning Objectives

- > Gain an insight into a public service provided by local government [1c]
- > Develop an awareness of the opportunities to contribute to local development [1c]
- > Value engagement in the electoral process [1e]
- > Understand the significance of the media in forming public opinion [1h]
- > Contribute positively to discussion [2c]
- > Express and explain views that are not self held [3a]
- > Take part responsibly in a community based activity [3b]
- > Reflect on the process of participating [3c]



COMPLETION CERTIFICATE



YOUNG TOWN PLANNERS

This is to certify that

has successfully completed
PLANNING and Citizenship in Schools

DATE AWARDED

SIGNED

*Supported and funded by Staffordshire Partnership, Staffordshire Quality Learning Services [QLS],
Rising Brook High School and Blessed William RC [A] High School.*